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ABSTRACT

This guide presents a two phase program for teaching communication skills in the elementary grades. The first phase focuses on teaching the conditions that constitute an effective group and the communications skills necessary for effective group relationships. Definitions of terms are presented to teachers as well as suggestions for teaching and reviewing the six steps in the phase. Prototypical written exercises are included. The second phase attempts to teach basic group process skills involved in reaching a group consensus. The phase is divided into three sections: skills for small group participants, skills for small group leaders, and skills for small group recorders. Behavioral objectives and teaching activities are presented for each section. Plans for establishing communication skills centers and suggestions for writing activities are included. (MK)

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Communication Skills *Handbook*

Phase I and II

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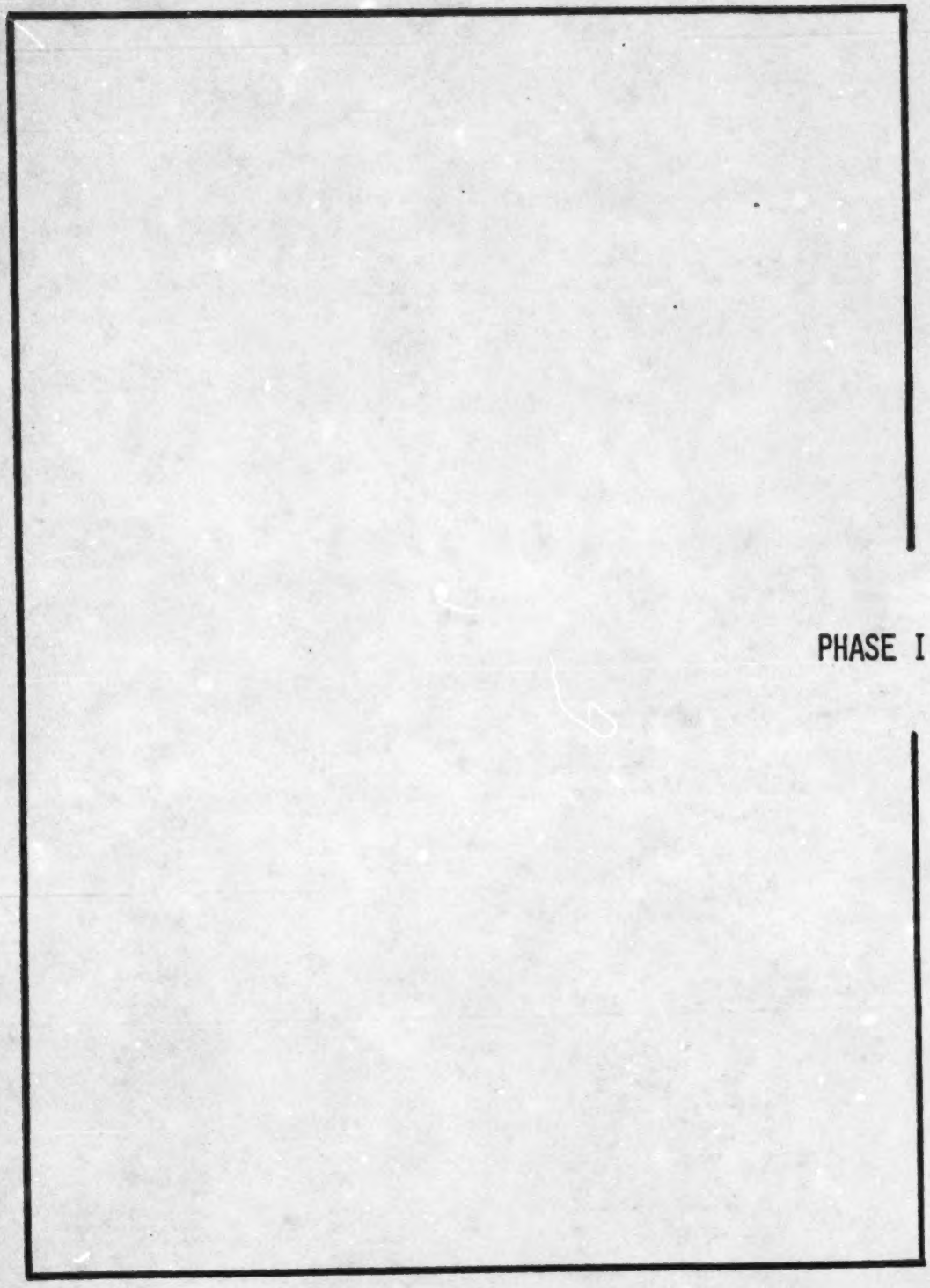

PHASE I

BUILDING SKILLS FOR EFFECTIVE ORAL AND WRITTEN COMMUNICATION

Using Communication Skills will be an ongoing activity in each Language Arts Group. These same skills can be used in other academic areas. By learning the skills involved in these areas of communication, the child will become better able to express himself to others, both orally and in writing, thereby improving both his relationships with peers and his own self-concept.

Therefore, it is important that all children are familiar with:

PHASE I. Conditions Which Constitute an Effective Group.

and

The Communication Skills Necessary for Effective Group Relationships.

PHASE II. Basic Group Process Skills Involved in Reaching a Group Consensus.

PHASE I. WHAT CONSTITUTES AN EFFECTIVE GROUP?

When a group of people establish a cohesive working relationship, the interaction among participants will become meaningful and the group will have a successful discussion. For a group discussion to be effective the following conditions must be present:

1. BELONGINGNESS - A person must feel that he belongs to a group or he will never become actively involved in the group discussion.

A member of a group feels he belongs when he can participate, is recognized in a positive way, can express his feelings and is made aware that he is listened to.

2. INVOLVEMENT - The involvement of each group member is essential to an effective discussion.

A group member becomes involved when he understands the purpose, has a comfortable level of knowledge about the topic, has some responsibilities, and gets to use these skills.

3. AWARENESS - It is very important that each group participant be aware of the interaction among group participants. This awareness involves being sensitive to the needs and intentions of all group participants.

Each group member should be allowed to state his purpose, express his feelings openly, and listen for understanding to other group member's contributions.

4. **TRUST** -

Group relationships must be built on trust. Trust is an essential ingredient that influences the degree of group commitment and the quality of the group interaction.

Trust within a group is built when each group member can clearly state his real feelings and opinions on topics being discussed and when non-verbal language shows a respect for the feelings and opinions of other members of the group.

Refraining from making negative comments about the ideas, opinions, personal traits, etc. of group members strengthens the bond of trust between group members.

5. **FREEDOM** -

Group relationships are enhanced when each group member has the freedom to participate and to reflect his own personality.

Freedom to participate is facilitated when each group member is comfortable enough to present his ideas and opinions in his own way and when each group member encourages all other group members and each person can speak freely without fears of being "wrong" or ridiculed.

CONDITIONS THAT CONSTITUTE AN EFFECTIVE GROUP

WAYS OF PRESENTING THIS TO STUDENTS

The students in your Communication Skill Groups will become effective group participants only if they are aware of the conditions and skills involved in group participation. The conditions which must be present if a group is to have successful interaction were presented in "Information For The Teacher - What Constitutes an Effective Group?".

The conditions should be presented to the children in your Communication Skill Groups in such a way that each child will understand the significance and implications of each condition for establishing an effective group. Below are suggested ways of presenting the conditions to your class.

PART I - ACTIVITIES TO PREPARE STUDENTS FOR COMMUNICATION SESSIONS

STEP I. - The teacher may introduce all five conditions during one class period. She may give a brief explanation of each condition and then the class will discuss the conditions. Brief explanations of each condition are:

1. Belongingness - A person feels that he belongs to a group when the members of the group show him that they want and need him there.

2. Involvement - If a person didn't involve himself in the group activities or discussion, he would soon leave the group. A person becomes involved when he understands what the group is doing and feels that he can help them accomplish their goals.

3. Awareness - It is important that all members of a group really know one another. If you really know someone you are aware of the things that make him angry, that hurt him, that make him happy, etc. When you have this kind of awareness of one another, you will try to work together as friends.

4. Trust - Once you hear that someone has made fun of something that you said or did in the group, you never trust that person again. If you do not trust some person in a group, you will not give your best to that group. You will be afraid to say anything because you think the other person might talk about you behind your back.

5. Freedom - Everybody has his own way of saying things. Everyone in the group must have the freedom of giving his ideas in his own way. If you make fun of a person's ideas or "put down" his ideas as "silly" or "stupid", that person would never feel free to express himself again. And one day it might be his idea that helped the group solve their problem!

STEP II. - After the teacher has presented these five conditions for establishing effective groups, divide the class into five groups. Since this is one of the first small group discussions, it will be more effective if the teacher will pre-assign the children to groups heterogeneously. Each group will then be asked to choose one person to lead the group discussion. The only rule to establish for each group at this time is: Each discussion leader will keep his group on their assigned topic. Each group will also be asked to choose one person to make the list because all children will not be able to write. The teacher will assign each group one of the five positive group conditions.

Each communication group will be asked to discuss and then list at least three ways that a person can either:

1. Show a person that he belongs to the group.
2. Help each group member become involved.
3. Become aware of what each group member is really like.
4. Build trust among each group member.
5. Give each group member enough freedom to say what he thinks.

STEP III. - After a designated time of fifteen or twenty minutes, the teacher will ask the total class to come together. At this time, each group leader or a designated group member will present to the class the list that his group has developed. The teacher will take all lists and have them compiled for the next session.

PART II - ACTIVITIES TO PREPARE STUDENTS FOR COMMUNICATION SESSIONS

STEP I. - The teacher will give each child a copy of the lists made by the Communication groups. The class will study the lists for the purpose of adding to these lists. The teacher will begin by asking the class if they can think of any other ways to:

1. show a person that he belongs to a group.
2. help each group member become involved.
3. become aware of what each group member is like.
4. build trust among each group member.
5. give each group member enough freedom to say what he thinks.

STEP II. - When the total class is satisfied with its list, the teacher will write the completed list on the board and ask each child to make a copy of the final listings.

STEP III. - The child should place his list in his language notebook for future reference.

COMMUNICATION SKILLS NECESSARY FOR EFFECTIVE GROUP RELATIONSHIPS

The "Conditions Which Constitute an Effective Group" give the children practice in building effective group relationships. Some basic communication skills will be defined and each child given the opportunity to learn and/or refine his own communication skills.

Communication is effective when the message that a person has sent is received and understood by the receiver or receivers. The sender may use the following communication skills when he is sending a message.

1. **THE SENDER SHOULD MAKE STATEMENTS THAT ARE SPECIFIC. - WHEN A SENDER STATES IN SPECIFIC LANGUAGE HIS INTENDED MESSAGE, THERE IS LESS CHANCE OF THE RECEIVER MISUNDERSTANDING THE COMMUNICATION.**

Examples of messages stated in specific language as opposed to general language:

General Statement	Specific Statement
a. You always make me angry.	a. You make me angry every time you call me by my nickname.
b. Please be on time.	b. Please be home tonight by 7:30 p.m.
c. That dress looks good on you.	c. The way that dress is designed makes you look so trim and nice.
d. Watch how much you say in front of Dick's brother.	d. Don't tell Dick's brother that Dick has been riding his motorcycle for the past three weeks.

2. THE SENDER SHOULD MAKE STATEMENTS THAT REFLECT THE WAY HE REALLY FEELS. - WHEN A SENDER MAKES A STATEMENT THAT IS CONTRARY TO WHAT HE IS FEELING, THE RECEIVER HAS NO WAY OF UNDERSTANDING THE COMMUNICATION. THIS KIND OF FALSE COMMUNICATION IS VERY DANGEROUS TO BOTH INDIVIDUALS AND GROUPS.

Examples of statements that <u>do</u> <u>not</u> reflect the way a person feels:

a.

Felt But Not Communicated	→	Message Communicated
I will never be able to attend these meetings regularly.		Yes, I will accept the responsibility as secretary of this organization.

Message Received	→	Implications
He plans to record the minutes of every meeting.		After the secretary has missed two or three meetings, the members of the organization feel that he is very irresponsible. They will never have enough respect for him to elect him to an office in their organization again.

Felt But Not Communicated	→	Message Communicated
It really made me feel bad when I was out of work for two weeks and my boss did not send me a get well card.		I know how busy you are Mr. Dempsey (boss) and I certainly didn't expect you to send me a get well card.

Message Received	→	Implication
I'm glad she isn't upset that I didn't send her a get well card. I'm glad that she isn't like most women who get their feelings hurt easily. Now no apologies are necessary.		The employee feels that she is not appreciated by her boss. Her morale is low and the amount of daily work produced is reduced.

3. THE SENDER SHOULD CLEARLY STATE THE PURPOSE OF HIS MESSAGE.- WHEN A PERSON MAKES A STATEMENT THAT IS NOT CLEAR, THE RECEIVER IS NOT CERTAIN HOW TO RECEIVE THE STATEMENT. COMMUNICATION IS BLOCKED WHEN THE RECEIVER IS UNABLE TO DETERMINE THE PURPOSE OF THE MESSAGE.

Examples of statements that do not communicate the real purpose as intended by the sender:

a.

Purpose of the Message As Seen by the Sender	→	Message Sent
I don't want my friends to forget that my birthday is next week.		Oh, it was Polly's birthday today. We all took her out for lunch. She was so surprised that we remembered.

Message Received	→	Implications
Polly had a birthday today and the girls took her out for lunch. It sounded like everybody enjoyed her day.		Everybody forget Sue's birthday. She was very upset with all of her friends. She told them that she had tried every way in the world to give them clues so they wouldn't forget! The friends replied, "Why didn't you just tell us not to forget your birthday and then we would have remembered."

b.

Purpose of the Message As Seen by the Sender	→	Message Sent
It really hurts my feelings when Mrs. Crutchfield criticizes me because the children in my cluster area are noisy. I really need to let her know. Maybe we could work something out together.		Mrs. Crutchfield, I hope the noise level in my cluster area doesn't disturb your teaching.

Message Received	→	Implications
She knows that her children disturb my teaching. I think she really enjoys upsetting me. I am going to ask Mr. Albert (the principal) to come and observe. Somebody will just have to do something about her children!		Mrs. Crutchfield doesn't know that she really hurts Mary's feelings by criticizing her teaching or that Mary wants the two of them to work things out. The barrier between the two teachers will probably widen after the principal observes Mary because Mary will suspect that Mrs. Crutchfield has summoned the principal.

The receiver may use the following communication skills when he is receiving a message.

1. THE RECEIVER SHOULD LISTEN ATTENTIVELY TO THE MESSAGE COMMUNICATED BY THE SENDER. A person can become an active listener by:

   a. looking at the person who is the sender.

   b. concentrating on what the sender is saying and not on how he will respond to the sender.

   c. giving the sender non-verbal gestures which indicate attentiveness. (e.g. nodding of head, leaning forward in chair, movements of the hand which encourage the sender to continue, etc.)

2. THE RECEIVER WILL NOT ALWAYS UNDERSTAND THE MESSAGE THAT HE HAS RECEIVED. THE RECEIVER SHOULD USE THE SKILL OF PARAPHRASING TO HELP CLARIFY ANY MESSAGE COMMUNICATED BY THE SENDER: PARAPHRASING IS STATING IN YOUR OWN WAY WHAT THE MESSAGE SENT CONVEYS TO YOU.

   Examples of paraphrasing:

a.

Message Sent	→	Receiver-Paraphrasing
I don't know how he could have the nerve to run for public office. Everybody knows that he is a crook!		Do you mean that he has participated in unlawful activities?

b.

Message Sent	→	Receiver-Paraphrasing
It would be to your advantage to bring your lunch to school everyday.		Is the food here really that bad?

3. QUITE OFTEN A PERSON SENDS A MESSAGE THAT IS CHARGED WITH PERSONAL FEELINGS AND EMOTIONS. THE RECEIVER WHO IS SKILLFUL KNOWS WHEN A PERSON HAS INVESTED HIS OWN FEELINGS AND EMOTIONS IN A STATEMENT;IT IS THE RESPONSIBILITY OF THE RECEIVER TO "CHECK-OUT" A PERSON'S FEELINGS. WHEN THE FEELINGS AND EMOTIONS THAT ARE INVOLVED IN THE COMMUNUMICATION ARE "OVER-LOOKED" OR "IGNORED" THERE WILL NOT BE A REAL COMMUNICATION.

Examples of checking out:

a.

Message Sent	→	Receiver-"Checking Out"
I don't understand why I always have to serve on every committee in this school!		You seem to feel like the faculty imposes on you by nominating you to serve on so many committees.

b.

Message Sent	→	Receiver-"Checking Out"
You know I can't understand why you have so much trouble with Johnny. When he comes to me for reading I never have any trouble.		I get the impression you think it is something I am doing that causes Johnny to misbehave.

SUMMARY - CHECK WHAT YOU HAVE LEARNED

The communication skills to be used by the sender:

_____ 1. The sender should make specific statements.

_____ 2. The sender should make statements that reflect the way he feels.

_____ 3. The sender should clearly state the purpose of his message.

The communication skills to be used by the receiver:

_____ 1. The receiver should listen attentively to the message communicated by the sender.

_____ 2. The receiver should use the skill of paraphrasing to help clarify any message communicated by the sender.

_____ 3. The receiver should "check-out" a person's feelings. When the feelings and emotions that are involved in the communication are overlooked or ignored, there will not be a real communication.

STEP I - THE CONCEPT OF THE SENDER AND RECEIVER IN COMMUNICATION

SUGGESTIONS FOR PRESENTING TO STUDENTS

SUGGESTION #1 - The teacher will ask two students to come to the front of the room. The teacher will place a sign on one student which reads SENDER and the other student will wear a sign reading RECEIVER. The SENDER will say different things to the RECEIVER. After each statement, the RECEIVER will state what he thinks he received as the message. The SENDER will then tell if the message the RECEIVER received is the message that he really sent! The teacher should help the children begin to see that what is "heard" is not always what is said.

SUGGESTION #2 - The teacher should find a movie or filmstrip which is accompanied by sound. The movie and/or filmstrip should be filled with action, excitement and interest. The teacher should preview the film or filmstrip and choose several statements to which she would like the children to respond. When showing the film or filmstrip, the teacher should stop after selected statements and ask the students to tell what message they RECEIVED from the SENDER (the movie or filmstrip). After several students have responded, the teacher should continue the film or filmstrip. The continuation should let the students know if any of them RECEIVED the message that was meant by the SENDER. The teacher should try to help the children begin to see that what is "heard" is not always what is said.

SUGGESTION #3 - The teacher should have each student give one example of something he said that was not "heard" by the receiver in the way that he meant it to be "heard".

STEP II - PRESENTING THE IDEA THAT EFFECTIVE COMMUNICATION SKILLS HELP BOTH THE SENDER AND RECEIVER

(The teacher should review INFORMATION FOR THE TEACHER - COMMUNICATION SKILLS NECESSARY FOR EFFECTIVE GROUP RELATIONSHIPS).

After introducing the concept of the SENDER and RECEIVER in communication, the teacher should ask the students to think of ways that the SENDER and RECEIVER could communicate so that they would understand each other most of the time. (This probably cannot be done on the same day as the introduction of the concepts of SENDER and RECEIVER). She will list their suggestions on an overhead projector, chalkboard, or the children may make their suggestions on the tape recorder. Their suggestions should be made either to the SENDER or the RECEIVER.

Example:	SENDER	RECEIVER
	The sender should think before he says anything and then always try to say exactly what he means.	The receiver should always listen to the sender while he is talking.

After the list is made and reviewed by the children, the teacher should tell the children that they have thought of some very good communication skills!

STEP III - PRESENTING SPECIFIC COMMUNICATION SKILLS FOR THE SENDER TO USE

The teacher will take each of the communication skills presented for the SENDER in Communication Skills Necessary for Effective Group Relationships and list them on a chart, overhead projector, etc. In addition, a ditto page should be made for each child showing these skills.

Example:

"COMMUNICATION SKILLS THAT CAN BE USED BY THE SENDER"

_____
Name

Give examples of:

a. specific statements: _____

b. statements that stated real feelings: _____

c. statements that clearly stated their purpose: _____

The teacher will present the chart to the class and the children will decide where each of their suggestions, made in Step II, could be placed on the chart, overhead projector, etc. As the class decides, the teacher will write it on the chart and each child will write it on his ditto sheet. (Each child should have a ditto that is identical to the teacher's chart). The child should place his completed ditto, "Communication Skills That Can Be Used by the Sender" in his Communication Skills Folder.

STEP IV - DEVELOPING SPECIFIC EXAMPLES OF EACH COMMUNICATION SKILL USED BY THE SENDER

The teacher will reassign children to at least 5 groups. The teacher will prepare a Group Assignment Sheet prior to the day children are to meet in groups. These group assignments should be heterogeneous according to ability, interests, talents, etc.

SESSION #1 - Each child will receive a Group Assignment Sheet. The teacher will explain the purpose of the Communication Groups to the entire class.

The purpose of the sessions is for each group to make a list giving examples of:

a. specific statements.

b. statements that state the real feelings of the sender.

c. statements that state their purpose clearly.

The teacher will ask the children to contribute to the discussion by giving specific examples of times when they made:

a. specific statements.

b. statements that stated real feelings.

c. statements that clearly stated their purpose.

Before asking the children to move to their groups, the teacher will review the procedures for group work. The procedures are:

a. the group will select a leader and the leader will keep the group on the discussion topic.

b. the group will select a recorder and the recorder will write the examples on "Communication Skills That Can Be Used By The Sender".

After reviewing the group procedures, the children will meet in groups. The teacher will call one group at a time to move.

At each group section the children will find a ditto for every group member. (See example on following page). The recorder will write the examples on his ditto sheet. The teacher will move from group to group giving direction and input when necessary.

Example:

COMMUNICATION SKILLS THAT CAN BE USED
BY THE SENDER

I. The SENDER should make specific statements.

II. The SENDER should always make statements that state his real feelings.

III. The SENDER should always make statements that have a clearly stated purpose.

SESSION #2 - After the sessions (which will probably be the following day) the class will meet together. The teacher will tell the class that they will meet in their same groups to plan a role playing skit showing one example for each of the communication skills used by the SENDER. Each group will be asked to follow the same procedures:

1. Choose a leader.

2. The leader will lead the group as they choose one of their examples for each of the three communication skills to role play.

3. All group members will be in at least one of the three role playing skits.

4. The group will plan one role playing skit at a time. The teacher may put these procedures on a chart tablet or ditto so that the groups may refer to them. (Planning for the role playing situations will probably take one or two class periods.)

SESSION #3 - The class will meet to present their role playing skits. A group will volunteer to be first and this group will role play the first skit. All groups will role play the first skit and then the second skit, etc.

After each skit the group will ask if anyone in the class can explain the example presented in the skit.

All groups will present their role playing skits. When all groups have finished, the teacher will collect the examples recorded by each receiver on the form, "Communication Skills That Can Be Used By The Sender." She will compile all the examples and have them typed on a ditto for each child to place in his Communication Skills folder.

STEP V - PRESENTING SPECIFIC COMMUNICATION SKILLS FOR THE RECEIVER TO USE

The teacher will take each of the communication skills presented for the RECEIVER in "Communication Skills Necessary For Effective Group Relationships" and list them on a chart, overhead projector, etc. A ditto sheet, just like the teacher's chart, should also be prepared for each child. (See example on following page).

Example:

COMMUNICATION SKILLS THAT CAN BE USED
BY THE RECEIVER

I. The RECEIVER should listen attentively to the SENDER.

II. The RECEIVER should paraphrase any statements that the SENDER has made which are not clear to the RECEIVER.

III. The RECEIVER should "check-out" any statements made by the SENDER which show emotion or feeling.

The teacher will review the suggestions made in Step I. The children will decide which of their suggestions can be placed with the "Communication Skills That Can Be Used By The Receiver." As the children indicate which suggestions go under I, II, or III on the chart, the teacher will write their suggestions on the chart and each child will also write the suggestions on his ditto form, "Communication Skills That Can Be Used By The Receiver". (Each child should have a ditto that is identical to the teacher's chart). The child should place his completed ditto in his folder.

STEP VI - DEVELOPING SPECIFIC EXAMPLES OF EACH COMMUNICATION SKILL USED BY THE RECEIVER

The teacher will assign children to at least 5 groups. The teacher will prepare a Group Assignment Sheet prior to the day children are to meet in groups. These group assignments should be heterogeneous according to ability, interests, talents, etc. Each child will receive a Group Assignment Sheet.

SESSION #1 - The teacher will explain the purpose of the sessions to the entire class. The purpose of the sessions are for each group to make a list of specific examples which show that the RECEIVER is:

a. listening.

b. paraphrasing.

c. "checking-out".

The teacher will ask the children to contribute to the discussion by giving specific examples of times when they have really:

a. shown someone that they were really listening to him.

b. paraphrased to find out what a person is really saying.

c. "checked-out" the feelings that a person is showing by what he says.

Before asking the children to move to their groups, the teacher will review the procedures for group work. The procedures are:

a. the group will select a leader and the leader will keep the group on the session topic.

b. the group will select a recorder and the recorder will write the examples on "Communication Skills That Can Be Used By The Receiver."

After reviewing the group procedures, the children will meet in their groups. (The teacher will call one group at a time to move.)

At each group section, the children will find a ditto for every group member. (See example on following page.) The recorder will write the examples on his ditto sheet. The teacher will move from group to group giving direction and input when necessary.

SESSION #2 - After the sessions (which will probably be the following day) the class will meet together. The teacher will tell the class that they will meet in their same groups to plan a role playing skit showing one example for each of the communication skills used by the RECEIVER.

Each group will be asked to follow the same procedures:

1. Choose a leader.

2. The leader will lead the group as they choose one of their examples for each of the three communication skills to role play.

3. All group members will be in at least one of the three role playing skits.

4. The group should plan and practice one role playing skit at a time.

The teacher may put these directions on a chart tablet or ditto so that the groups may refer to them. (Planning for the role playing skits will probably take one or two class periods.)

"COMMUNICATION SKILLS THAT CAN BE USED BY THE RECEIVER"

_____
Name

Give examples of:

a. showing someone that you are listening to him: _____

b. paraphrasing to find out what a person is really saying:

c. "checking-out" the feelings that a person is showing by what he says:

SESSION #3 - The class will meet to present their role playing skits. A group will volunteer to be first and this group will role play each of their three skits. After each skit, the group will ask if anyone in the class can explain the example presented in the skit.

All groups will present their role playing skits. When all groups have finished, the teacher will collect the examples recorded by each recorder on the form, "Communication Skills That Can Be Used By The Receiver." She will compile all the examples and have them typed on a ditto for each child to place in his folder.

PART III. - REVIEWING ACTIVITIES

SESSION #1 - The teacher will ask each child in the class to write a paragraph explaining what he has learned about communication. When writing this paper, each child must remember to:

1. Follow a handwriting model so that his letters will be made correctly.
2. Use a dictionary when he is not sure how to spell a word.
3. Make his paper look as neat as possible.

SESSION #2 - Prior to the next class period, the teacher will read through each paper to see which children need to:

1. improve their handwriting.
2. learn specific dictionary skills which will enable them to find words in the dictionary.

The teacher will also choose from all the papers at least 25 to 30 words which deal with communication.

Example: A Spelling Word List

1. paraphrasing
2. "checking-out"
3. listening
4. feelings
5. pictures

Before the next class period, the teacher will have the spelling words typed on a ditto so that each child will have a copy. After reading each paper, the teacher will record the area or areas where each child needs help. A simple record sheet might look like this:

CHILD'S NAME	AREA OF NEED
	1 2
Denise Armstrong	X

* 1. improve handwriting
2. improve simple dictionary skills - alphabetizing

When the children come to class, the teacher will give each of them a spelling list. Each child will be asked to choose at least 10 words from that spelling list to learn. He will write his Spelling List on a sheet of paper. He will use the procedures found in the adopted spelling text to help him learn his words. The class may work in pairs to learn their words. The teacher will pre-assign the working pairs.

While the children are learning their spelling words, the teacher will call one child to her at a time. The teacher will make some positive comments about the paper the child has written and then she will point out to the child the areas where the child needs some additional help:

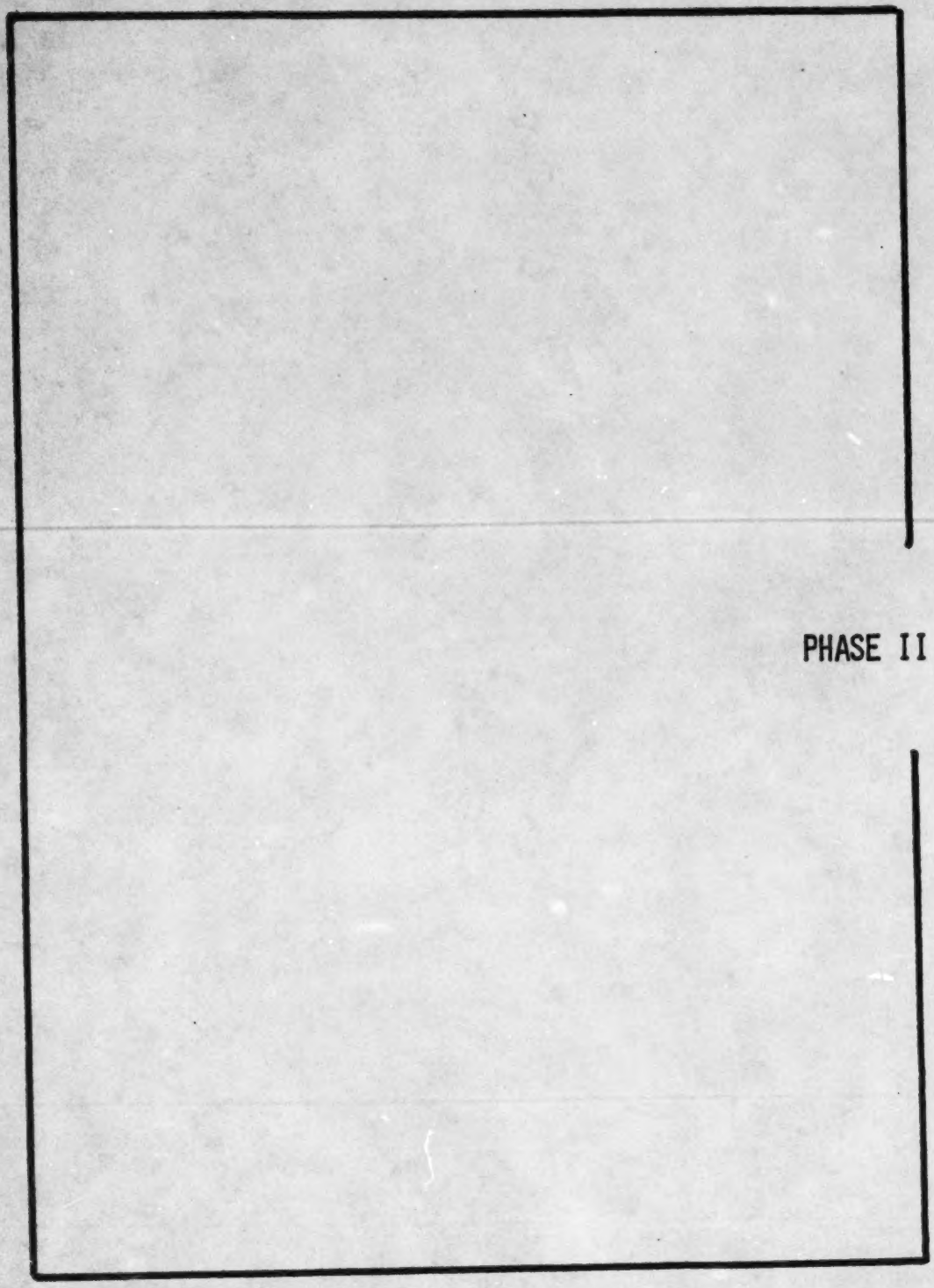
1. If the child needs to improve his handwriting, the teacher will give the child a copy of the adopted cursive writing model and ask him to recopy his work.

2. If the child needs to improve simple dictionary skills, the teacher will ask the child to pick out the words that he has misspelled in his paper (the teacher will tell him which words are misspelled) and put the words in alphabetical order. After the words have been placed in alphabetical order, the teacher will help the child "sound out" each word so he will have an idea of how to find the word in the dictionary. The child will find each misspelled word in the dictionary and write the word correctly. The teacher will then ask the child to recopy his work.

   These individual conferences may take the teacher three or four class periods. The children should be:

   1. Learning their spelling words and when a child feels like he has learned his words, he may ask his partner to give them out to him. If he does not miss any words, he may place his spelling word list in his folder.

   2. Recopying their work.


PHASE II

INFORMATION FOR

THE TEACHER

LANGUAGE ARTS/

COMMUNICATION SKILL CENTERS

PHASE II

BASIC GROUP PROCESS SKILLS INVOLVED IN REACHING A GROUP CONSENSUS

As the activities in Phase I of Communication Skills were implemented, the children gained experience in communicating with their peers on a specific topic.

Their participation was loosely structured in order to create an atmosphere where the children would relax and become more aware of the feelings, ideas, mannerisms, etc. of themselves and others. The guidelines included: (a) the leader was asked to keep the discussion on the session topic and (b) the group was asked to discuss a specific topic and reach one, two, or three stated objectives. The guidelines were limited in order to give students the freedom to practice communicating with one another without the threat of being wrong or being intimidated by too many group guidelines which they were not ready to learn.

It is the intent of Phase II to provide opportunities for children to have meaningful practice in demonstrating, through group participation, their understanding of group process skills.

Skills that are used by group members, group leaders, and recorders in carrying out meaningful discussions will be presented to the children. The skills will be modified and presented in such a way that children will begin to "accept personal responsibility for self and others" in a small group learning experience.

SKILLS FOR SMALL GROUP PARTICIPANTS

GROUP PARTICIPANTS MUST ASSUME DEFINITE RESPONSIBILITIES IF ANY SMALL GROUP LEARNING EXPERIENCE IS TO BE SUCCESSFUL. THE MEMBERS OF A GROUP MUST ALL PARTICIPATE OR THE GROUP EXPERIENCE WILL REFLECT ONLY THE IDEAS AND OPINIONS OF A FEW. THE TEACHER HAS THE RESPONSIBILITY OF HELPING ALL CHILDREN LEARN EFFECTIVE WAYS OF COMMUNICATING AND HELPING OTHERS COMMUNICATE IN A GROUP.

There are specific skills that children can learn which will help them to become effective Group Participants. These skills are listed and explained in detail on the following pages.

GP SKILL #1 - Each group participant should clearly understand the purpose and intent of the discussion topic. When a group member does not understand the topic which is being discussed, he will not participate.

If a group member is not clear as to the purposes and intent of the discussion topic, he should:

a. determine in his own mind what is not clear about the discussion topic.
b. state to the group what he does not understand about the topic.

Then the other group members have the responsibility of clarifying the discussion topic so that it is understood by the participant who asked the question.

The group should use the group clarification process in clarifying the topic to be discussed and then one member of the group should restate the topic.

EXAMPLE

DISCUSSION TOPIC THAT WAS NOT CLEAR TO GROUP MEMBER:

Topic: Determine Effective Guidelines for Using Science Equipment.

CLARIFICATION PROCESS

WHY THE GROUP PARTICIPANT WAS NOT CLEAR AS TO THE MEANING OF THE DISCUSSION TOPIC:

Uncertainty: Are we talking about all science equipment in our room? Wouldn't different guidelines be followed if using different equipment?

Clarification: Some science equipment is being misused and damaged. The teacher seemed to be talking about general use of all equipment. Probably the guidelines should be general so they could apply to all equipment.

Restating Topic: Write guidelines which will state: "How to use all science equipment in such a way that it is not misused and damaged."

GP SKILL #2

- Each group participant should understand the goal or goals of the discussion. If the goal or goals are not understood by all group members, the discussion will either: (1) never reach its goal or (2) exclude the group member or members who do not understand the goal or goals.

If a group member does not understand the group's goals for the discussion, he should:

a. determine in his own mind what he does not specifically understand about the goal of the discussion group.

b. state to all the group members why he does not understand the goal of the group session.

Then the other group members have the responsibility of restating the goal or goals of the group so that it is clearly understood.

EXAMPLE

DISCUSSION TOPIC: What Is A Good Group Member?

GOAL OF GROUP: Decide What Is A Good Group Member.

Why goal was not understood: The group member did not know what procedure to use in deciding "What Is A Good Group Member."

RESTATING GOAL: The group will compile a list of six items which describe a good group member.

GP SKILL #3 – Each group participant should use the following communication skills when sending a message to the group.

a. The group participant will make statements that are specific.

b. The group participant will make statements that reflect real feelings.

c. The group participant will make statements that clearly state the purpose of his message.

GP SKILL #4 – Each group participant should contribute to the discussion. A person will not contribute to a discussion unless he feels that his contributions will be accepted and valued by the other group members. Therefore, it is the responsibility of all group members to encourage participation.

These are:

a. listening attentively to the message communicated.

b. paraphrasing any message that he does not clearly understand.

c. checking out a person's feelings and perceptions.

d. drawing out group members who are silent and unsure of themselves so as to enhance their self-concept.

GP SKILL #5 - Each group participant has the responsibility of making contributions to the discussion which relate only to the discussion topic. If a group member opens up areas of discussion not related to the topic, it is the responsibility of the group to "get the discussion back on the topic:

a. Recognize the statement/statements made by group members which were not on the topic and then (tactfully) make a statement which will get the discussion back on the topic.

EXAMPLE

Topic: Small group Instruction
Sample: "Yes, too many children in a classroom can be an obstacle to the teacher when she is planning for instruction. But since we can't change overcrowded conditions this year, let's plan effective ways to utilize small group instruction."

b. Let the group member know that he has said something of worth. Then suggest that the subject of his contribution might be a topic for the group to discuss at a later time.

EXAMPLE

Sample: "You are talking about ways of economizing in planning and preparing meals. That is an excellent topic that we should make a note of and possibly discuss at a later time."

c. Sometimes you may simply have to ask the person to make contributions which will facilitate the goal/goals of the topic geing discussed. A person should use care in his selection of words and tone of voice when making a statement such as the one below:

EXAMPLE

Sample: "Since we only have a limited time for our discussion, let's concentrate on the goals we have already set."

GP SKILL #6 - Each group participant has the responsibility of helping the group reach its stated goals. Group members can make statements which cause the group to be aware of the goals as set by the group for the discussion.

EXAMPLE

Sample: a. "So far we have said. . ."

b. "You have said something in that statement which is very. . ."

c. "I feel that. . . is basic and should be included in the recommendations we will make to the committee." (In this case the committee had set the goal for this group.)

GP SKILL #7 - Each group participant should listen to what is being said by others and make contributions which will follow-up and expand the ideas of others. Too often in a discussion, people wait to say what they have been "waiting" to say without considering that the idea expressed by another person should be recognized and even explored.

EXAMPLE

Sample: "It seems to me that there would not be as many discipline problems if we (team) could develop our philosophy for working with children and then be consistent in implementing this philosophy."

Following-up and Expanding Idea:

"Are you saying that one of the causes of our discipline problems is that we are inconsistent as team members in our dealings with children?"

GP SKILL #8 - Each group participant has the responsibility of helping the group leader by practicing the seven group participant skills as listed above.

SKILLS FOR SMALL GROUP LEADERS

THE GROUP LEADER HAS DEFINITE RESPONSIBILITIES TO THE SUCCESS OF ANY SMALL GROUP LEARNING EXPERIENCE. THE PERSON SELECTED BY THE GROUP AS THE LEADER HAS A SPECIAL RESPONSIBILITY TO THE GROUP BECAUSE THE GROUP MEMBERS CHOSE HIM TO HELP THEM FACILITATE A MEANINGFUL DISCUSSION. THE TEACHER HAS THE RESPONSIBILITY OF PRESENTING GROUP LEADER SKILLS TO ALL CHILDREN. EVERY CHILD SHOULD BE GIVEN THE OPPORTUNITY TO BE A LEADER IN ORDER TO DEVELOP THE NECESSARY SKILLS.

As children begin practicing the Group Participant Skills, some children will become more adept in using these skills in group discussions. After many practice sessions the teacher will present the GROUP LEADER skills. The specific group leader skills that children can learn to help them give leadership to a group situation are:

GL SKILL #1 - The group leader should introduce the topic to the group. After this brief introduction, he should ask the group participants if the topic is clear. If the topic is not clear, it is the leader's responsibility to make the necessary clarification or call upon other group members to help clarify the topic.

GL SKILL #2 - When the topic of the discussion is clear to the group, the leader must state the specific goals for the discussion. If the goals have not been predetermined, it is the responsibility of the discussion leader to lead the group in setting specific goals for the group discussion. This is a difficult skill to learn. To facilitate the goal setting process, the leader should be prepared to present at least two or three goals for the group to revise, modify, or accept.

EXAMPLE

Topic: Determine Why The Children On Our Team Do Not Enjoy Social Studies.

Goal Selection as Prepared by Group Leader:

a. List at least 8 reasons why the children on our team do not like social studies.
b. Every group member will write why he thinks the children do not like social studies and present his paper to the team.
c. List all of the things which the children disliked about the last social studies unit that we taught.

GL SKILL #3 - After introducing the discussion topic, the group leader should begin the discussion by asking the group a question concerning the topic.

EXAMPLE

Sample: Based on your experience with children what classroom management techniques do you find most helpful?

GL SKILL #4 - The Group Leaders should use Skills 3-7 listed for Group Participants.

GL SKILL #5 - The group leader should be more "neutral" as leader than he is as a group participant. Since the group leader has the major responsibility of keeping the group members "together" he must be careful not to make statements, nonverbal gestures, or snap judgments which could alienate another group member and keep him from participating. The leader must avoid taking sides. It is the responsibility of the group leader to help all group members reinforce and supplement one another in their participation.

SKILLS FOR SMALL GROUP RECORDER

THE RECORDER HAS DEFINITE SKILLS TO LEARN, IF HE IS TO HELP THE GROUP PARTICIPANTS BRING ORDER AND CONTINUITY TO THEIR DISCUSSION. THE RECORDS KEPT BY THE RECORDER WILL HELP THE GROUP IN DECIDING WHICH INPUT IS MOST CONSISTENT WITH THEIR GROUP GOALS. THE TEACHER SHOULD GIVE ALL CHILDREN PRACTICE IN RECORDING SIGNIFICANT INFORMATION FROM STORIES, MOVIES, CONVERSATIONS, ETC.

There are specific skills that children can learn which will help them to record information that is pertinent to the discussion topic. These skills are listed and explained on the following page.

GR SKILL #1 - The recorder should never try to write down the exact words said by any individual. This takes a great deal of time, concentration, and speed. Since the recorder cannot stop the discussion in order to write each statement made by the group participants, he must learn to write phrases which symbolize the ideas expressed.

EXAMPLE

Sample: Statement made by group participant - "It seems to me that all the school failures indicate that we (teachers) need to give more consideration to individual differences in planning instruction."

Record Made By Recorder:

Not enough consideration of individual differences in planning instruction.

GR SKILL #2 - The recorder should not make a note of who made the statements that are recorded. The objective for making a record of significant ideas is to determine which ideas are more compatible with the objective. Sometimes names can get in the way. It is not who had the idea but how the idea can best be used by the group.

GR SKILL #3 - The recorder should take notes in the way that is "easiest" for him. Since it is the recorder who reads the notes to the group, the organization of the notes may be informal. The ideas and suggestions chosen by the group as important to the discussion will be later recorded as the group reaches a consensus.

SUMMARY SHEETS OF CHANGES IN BEHAVIOR

It is important that the teacher become involved with the children as they practice group participant and group leader and group recorder skills.

As the classroom interaction improves, the teacher will find that she has:

Moved From	→	Toward
Teacher domination.		Teacher as a special member of group.
Teacher as sole leader.		Group-centered shared leadership.
Extrinsic control in hands of teacher.	→	Intrinsic control in hands of individuals (including teacher).
Active membership of teacher plus two or three verbal students.		Active membership of total group.
Stress on subject with exclusion of personal social needs.	→	Stress on both cognitive and affective elements.
Almost total dependence on teacher as planner, initiator, and evaluator.		Student self direction and independence.
Formal recitation by small percentage of students.	→	Spontaneous participation by all.
Selective inattention by students.		Careful listening with feedback checks.
An aggregate of non-cohesive individuals.		A cohesive group of interacting individuals.
Student learning with the intent of test passing and grade getting.	→	Student learning to satisfy personal needs to know and to grow.

As the classroom interaction improves, the student will find that he has:

Moved From	Toward
Guarded, hidden feelings.	A norm of openness and spontaneous expression of feelings.
Unchecked assumptions.	Positive feelings that assumptions should be checked.
Neutral feelings toward the meaningfulness of the learning experience.	Positive feelings that the experience has personal meanings and values.
Neutral feelings toward the class group.	Positive, warm response toward others ("My group" feelings.)
Vague student anxiety: "Who am I in this group?"	Personal security: "I am I, accepted and valued.
Preoccupation with self and with projection of "good" self-image.	Sensitivity to verbally and nonverbally expressed needs of others.
Student fear of speaking in a group situation.	Confidence in expressing feelings, knowledge, and direction.
View of teacher as non-human object.	View of teacher as human being with feelings similar to those of students.

BASIC GROUP PROCESS SKILLS INVOLVED IN REACHING A GROUP CONSENSUS

SOME WAYS OF PRESENTING THESE SKILLS TO CHILDREN

The students in your Communication Skill Centers have practiced specific communication skills in relating to one another. The effective use of these skills has enhanced the quality of communication among students. Your students are becoming increasingly aware of the importance of communication in solving problems, effecting change, establishing a warm and supportive climate, etc. It is important that the processes involved in effective group discussion are INTERNALIZED. These processes can only be INTERNALIZED if the student has repeated practice in using the skills successfully. The following activities will:

a. present group participant, group leader, and recorder skills to the students.

b. give students the opportunity to use these skills in conducting worthwhile group discussions.

PART I - DETERMINING SPECIFIC RESPONSIBILITIES FOR GROUP PARTICIPANTS

STEP I - ORIENTATION FOR ENTIRE CLASS

The teacher should explain to the students that they will learn some skills to use as a member of any discussion group. These skills will be presented to the class during one or two class sessions. This presentation is only an overview of the skills.

A PLAN FOR PRESENTING EACH GROUP PARTICIPANT SKILL IS DESCRIBED BELOW:

1. The teacher will ask five to eight children to come to the front of the classroom. These children should position themselves in a circle of chairs facing one another. The teacher should give them a topic that is totally unfamiliar to them.

   The topic should be written on a sentence strip, large sheet of paper, or chalkboard. After handing the topic to the children, she should merely ask them to begin the group discussion on the particular topic.

   TOPIC: DESCRIBE THE INFLUENCE THAT THE INDIAN CUSTOMS HAD ON THE EARLY SETTLERS.

   After the group has spent several minutes relating opinions, keeping silent, becoming restless, struggling for words, etc. the teacher should ask the group to determine why the discussion was not meaningful.

   Some of the points that should be brought out in the discussion are that the:

   a. topic was not meaningful for them at that particular time.

   b. purpose for discussing the topic was not clear.

   c. reason for choosing the topic was unclear.

   Based on these and other assumptions, the class will determine that each Group Participant should:

1. CLEARLY UNDERSTAND THE REASON FOR CHOOSING THE DISCUSSION TOPIC

2. The teacher will ask another five to eight children to come to the front of the classroom. These children should position themselves in a circle of chairs facing one another. The teacher should hand them a topic that is familiar and relevant to their situation. After handing the topic to the children, she should ask them to discuss the topic.

TOPIC: GIVE WAYS THAT YOU WOULD LIKE FOR THE WORLD TO CHANGE.

After about five minutes, the teacher will ask the group to stop their discussion. When the discussion has ended, the teacher will have each group member write what was accomplished by the discussion. The students will read their reactions to the class. It will be evident that each group participant had a "different" idea as to the end results of the discussion. The teacher will then point out to the class that a discussion should be directed toward a specific goal or goals. The children should understand that students have a common goal if their rap session is to have significant meaning to the entire group. The students will determine that each Group Participant should:

2. UNDERSTAND THE GOAL OR GOALS OF THE DISCUSSION

3. The teacher will write on the chalkboard:

   a. MAKE A SPECIFIC STATEMENT. (A student in the class will volunteer to make a specific statement.)

The teacher will then write:

   b. MAKE A SPECIFIC STATEMENT THAT REFLECTS HOW YOU FEEL. (A student in the class will volunteer to make the statement)

The teacher will then write:

   c. MAKE A STATEMENT THAT WILL CLEARLY STATE YOUR PURPOSE FOR MAKING THE STATEMENT. (A student will volunteer to make such a statement)

After these three skills have been practiced, the teacher will ask the students to give examples of times they have used these specific communication skills.

The teacher will begin again by writing on the chalkboard:

   a. LISTEN ATTENTIVELY. (A student will volunteer to listen to another student tell him something while he uses the skills that indicate attentive listening.

The teacher will then write:

   b. PARAPHRASING. She will ask for two volunteers. One volunteer will send a message and the other volunteer will paraphrase the message.

The teacher will then write:

   c. "CHECK-OUT". She will ask one student to talk about a subject that makes him excited or happy or angry, etc. Another student will volunteer to "check-out" the feelings of the sender.

After practicing the six communication skills as presented in Phase I, the students will determine that each Group Participant should:

3. USE THE COMMUNICATION SKILLS PRESENTED IN PHASE I OF COMMUNICATION SKILL UNIT

4. The teacher may show pictures of different kinds of individuals to the class such as:

short - tall - black - white - Mexican - sad - happy - lonely - etc.

After presenting four or five pictures, she will have the class move into pre-assigned rap groups. Each group is to list at least four things that the person in the picture might contribute to a discussion on the topic.

LIST AT LEAST THREE REASONS WHY IT IS IMPORTANT TO BE YOURSELF

After five or ten minutes of discussion, the class will come together and each group will give reactions to the photograph they had for the group discussion. The teacher will then pose the following questions to the groups:

a. WHY WOULD IT BE IMPORTANT TO THE OUTCOMES OF THE DISCUSSION FOR EACH CHILD (IN THE PHOTOGRAPH) TO MAKE HIS CONTRIBUTION?

b. WHY WOULD IT BE IMPORTANT TO EVERY DISCUSSION THAT ALL GROUP PARTICIPANTS CONTRIBUTE TO THE DISCUSSION?

Based on the above conclusions the class will determine that every Group Participant should:

4. CONTRIBUTE TO THE DISCUSSION

5. The teacher will ask the students to react to the question, "What things will happen to a group when the group members do not stay on the discussion topic? The teacher should help the children be "aware" that some of the following things could happen to a group"

a. GROUP MEMBERS COULD BECOME ANGRY WITH ONE ANOTHER.

b. A GROUP WILL NEVER COME TO ANY SPECIFIC DECISIONS CONCERNING THE TOPIC.

c. THE MOST DOMINATE GROUP MEMBER MAY CONTROL THE DISCUSSION.

d. THE DISCUSSION MAY LEAD TO GOSSIP, EXAGGERATED STATEMENTS, CONFLICTS, ETC.

Based on these and other assumptions, the students will determine that the Group Participant should:

5. MAKE CONTRIBUTIONS WHICH ARE DIRECTLY RELATED TO THE DISCUSSION TOPIC

6. The teacher will give the class examples of several discussion topics. The class will decide upon specific goals for each topic. The discussion topics should be relevant to the children so that they may determine realistic and meaningful goals.

EXAMPLE

Topics	Group Goals
a. How Do You Make Friends?	a. List at least four examples of ways that students in the group have made friends.
b. How Do You Keep From Fighting?	b. List at least six different things that you can do that will keep you from fighting
c. How Do You Identify Your Strong Points?	c. Prepare a plan that a person can use in identifying his strong points.

The teacher and children will discuss the importance of selecting topics and goals that are meaningful. It is important to recognize that it is easier for people to stay with the discussion topic if the results of their discussion will have an effect on them. After making this point, the teacher will help the children determine that each Group Participant should:

6. HELP THE GROUP TO REACH ITS STATED GOAL OR GOALS

7. The teacher will ask a student to begin a discussion by making one or two statements about something that is of interest to him. She will then call on another student to follow-up or expand on the idea of the first student. This process should continue as long as the topic is kept alive and the ideas are flowing easily. (The teacher may want to repeat this process several times with different topics). When the teacher feels that the children have "caught" the concept of building on the ideas of others, she will ask the children to tell what interesting ideas, suggestions, and plans were developed each time the students added to the ideas of others. The students will determine that the Group Participant should:

7. LISTEN TO WHAT IS BEING SAID BY OTHERS AND MAKE CONTRIBUTIONS WHICH WILL FOLLOW-UP AND EXPAND THE IDEAS OF OTHERS.

8. The teacher should help the students understand that even though a group has a selected leader, it is the responsibility of each Group Participant to:

8. PRACTICE THE GROUP PARTICIPANT SKILLS

GROUP PARTICIPANT SKILLS PRACTICE SESSION

The teacher should list the eight Group Participant skills on a chart tablet, bulletin board, etc. so that these skills will be visible to the children throughout Phase II. She may also make a ditto of the Group Participant Skills, leaving spaces after each skill. She will give a copy to each student and have them write ways of showing each of the identified skills.

SAMPLE WORKSHEET

Name_____

GROUP PARTICIPANT SKILLS

Skill I. The Group Participant should clearly understand the reason for the discussion topic.

How I can make sure that I understand the topic.

a. I can tell the group what I think the topic is all about and let them tell me if I am right.

b. I can ask the group leader to explain the topic to me.

Skill II. The Group Participant should understand the goal or goals of the discussion.

How I can make sure I understand the goals for the discussion session.

_____

_____

As the children are writing ways that they can practice the skills, the teacher will have individual or small group conferences (4 or 5 children at a time). During these conferences, she can ask the individual children to identify the Group Participant Skills they can use well and the skills they have difficulty demonstrating. The teacher should have this kind of discussion with every child in the class because it will prepare each child for the center activities and make him aware of the center objective.

The objective of all the center activities is to clarify the Group Participant Skills and give the student practice in applying the skills to group discussions.

CHECKLIST SUMMARY OF EFFECTIVE GROUP SKILLS

GROUP PARTICIPANT SKILLS:

EACH GROUP PARTICIPANT SHOULD:

_____ 1. Clearly understand the reason for the discussion or topic.

_____ 2. Understand the goal or goals of the discussion.

_____ 3. Use the communication skills presented in Phase II of the Rap/Write - Communication Unit.

_____ 4. Contribute to the discussion.

_____ 5. Make contributions directly related to discussion topic.

_____ 6. Help group reach its stated goal.

_____ 7. Listen to what is being said by others and make contributions which will follow up and expand the ideas of others.

_____ 8. Help discussion leader by practicing group participant skills.

GROUP LEADER SKILLS:

EACH GROUP LEADER SHOULD:

_____ 1. Introduce the topic to the group.

_____ 2. State the specific goals for the discussion.

_____ 3. Begin the discussion by asking a question concerning the topic.

_____ 4. Use the group participant skills.

_____ 5. Be more neutral as group leader than as a group participant.

_____ 6. Have the responsibility of summarizing the discussion.

GROUP RECORDER SKILLS:

EACH GROUP RECORDER SHOULD:

_____ 1. Learn to write phrases symbolizing ideas expressed.

_____ 2. Not make a written note of who made each recorded statement.

_____ 3. Take notes in the way that is "easiest" for him.

SOME SUGGESTED ACTIVITIES

1. "CAN YOU MAKE IT CLEAR?"

Learning to use clear and concise sentences and paragraphs will facilitate the development of communication skills. The following idea starters provide some suggestions for the teacher and may be used in a number of ways, e.g. small groups, individual task assignments, or language skill centers.

DIRECTIONS FOR USING THE ATTACHMENTS

The student will rewrite a sentence, paragraph or story in order to make it clear to anyone who may read it. Additional references for the teacher should include your language text, speller, and dictionaries.

SENTENCES FOR THE "CAN YOU MAKE IT CLEAR" BOX

Message #1 - The bird big flew out above the mountain then and
Sentence went by to the mountain and sat upon the part that
you could see highest if you were to look up into
the sky that is blue and big.

Message #2 - The elephant that is fat when you see him with eyes
Sentence that are your own even looks to bigger be from the
hole where an animal tiny tail sits but afraid to
come really out to see.

Message #3 - If I were grown as big as people called adults, I
Sentence like if I could to be as big a man as to reach out
high above and it would be so high that you could
not know how high because you couldn't see how high
and that would be high, don't you think?

Message #4 - Stores have almost everything but you can't if you
Sentence don't have enough money because that is what buys
stuff in the store you want and I can't get what I
want because I don't know how and so I just won't
get what I want.

PARAGRAPHS FOR THE "CAN YOU MAKE IT CLEAR" BOX

Message #1 - Paragraph

Sometimes people hurt you but they don't know it. I was hurt once. My best friend did it. It hurt alot. It made me sad. I didn't ever tell him. But now you know how he hurt me.

Message #2 - Paragraph

The car drove into the garage. It ran into something and you could hear it. Something big must have been there.

Message #3 - Paragraph

The book was about science fiction. It told about the world and how it would end and how it would be scary and how it might happen and that's all.

Message #4 - Paragraph

My best and I gone to the movies. We ate and it was good. It was like it always is. The movie was the one that has been on for three weeks. We sat where we always sit.

STORIES FOR THE "CAN YOU MAKE IT CLEAR" BOX

Message #1 - Story

The Plan

The plan should have worked because it was supposed to. But it hadn't and the boys were lost in a forest. They still had a map but when the plan got lost, part of the map was with it. And no one knew what to do so they sat and waited for him to tell them what to do. Where was he? Maybe he didn't know what to do. They had left their food back there and didn't know if they should go back there. They had heard so many tales about it. So they sat and waited for him.

Message #2 - Story

The Project

He forgot about the time and how what would he do? She told him to be there by 8:00 and now he had missed the whole thing. He could tell her why he didn't come but she might not understand it. He had forgotten a lot of things, since he started on this project. When he finished it, she would be proud of him. He knew that it would be a long time before he finished because he needed things that costs money. But he had found that job and maybe he could make enough money. Someday the project would be finished.

SOME SUGGESTED ACTIVITIES

2.

USING FICTION AND FICTIONAL CHARACTERS TO DECIDE "WHAT TO DO NEXT"

DIRECTIONS FOR "WHAT TO DO NEXT" IDEAS.

Each of the following stories tells about a different character. Choose one of the stories to read. The character in the story does not know what to do next. After you have read the story carefully, you must decide what to do next. Write your ideas down in clear and easily understood sentences or paragraphs. Keep your ideas in your notebook for use in a small discussion group.

PAUL WANTS TO KNOW
WHAT TO DO NEXT

STORY IDEA #1

Paul does odd jobs for people such as: cutting grass, raking leaves, mopping floors, washing cars, and running errands. He has saved most of his money to buy a bike for himself. In another week he will have the money to get his bike from the department store.

Paul has three brothers and one sister. They all live at home. One brother is older than Paul and the other children are younger. The older brother does not have a job and never has any money. He has told Paul that he wants to use the bicycle three times a week to ride to the park and play ball. Paul does not think this is fair but he is afraid that his brother will really "let him have it" if he does not let him use the bike.

WHAT YOU SHOULD DO IS:

1. Give Paul some ideas that he can use to help him with his older brother. Think what you would do if you were Paul. Make sure that your goals are clear and that Paul can follow them! Write the goals below:

   Goal 1 _____

   _____

   Goal 2 _____

   _____

   Goal 3 _____

   _____

   Goal 4 _____

   _____

   Goal 5 _____

   _____

2. Read over your goals and make sure that anyone could follow them. You will present your goals during the discussion session.

SOME SUGGESTED ACTIVITIES

1. The teacher may make use of the tape recorder by recording short stories that are open-ended. Small groups of children may listen carefully to these stories and write their own endings. An exchange and sharing time should follow this kind of activity.

2. Provide a selection of interesting pictures to choose from. Small groups or individuals will create their own interpretations of the picture they chose to develop an oral or written idea about.

3. Refer to last year's monthly SCORE packets for interesting and stimulating language arts ideas.

4. Provide "Story Starter" ideas on your language arts center. These story starters can be used for oral and written activities.

5. Divide the class into small discussion groups, provide each group with a specific topic, let them practice their group discussion skills, emphasizing the necessity of sticking to the topic. Teacher must check closely and move about to be sure children are on task and using the already taught skills.

6. Provide opportunities for all children to practice group leader skills and group participant skills.

7. Provide opportunities for children to learn and use group consensus skills. Group sharing and exchange can be utilized in this skill area.

8. Make use of role playing activities for communication skill development.

BILL WANTS TO KNOW WHAT TO DO NEXT

STORY IDEA #2

Seems like all the boys can play except Bill. Everyday it's the same old thing. Bill is the last to be chosen to be on any team! When it's Bill's turn at bat or to carry the ball in football or to kick the ball in kickball, the kids always say, "Ugh, it's Bill again." Bill talked to the P.E. teacher, and asked him if he had to play games with the others. The P.E. teacher said, "Bill, you have to keep on trying. That is the only way you will ever learn." But Bill knew in his heart that he was never going to learn.

Will you help Bill? Bill needs to feel better about himself. Will you plan some goals that will help Bill to find something that he can do well or enjoy during the P.E. period.

WHAT YOU SHOULD DO IS:

1. Help Bill decide "What to do Next." You will write goals for Bill to follow. Make sure that your goals are clear and that Bill can follow them! Write the goals below.

   Goal 1 _____

   _____

   Goal 2 _____

   _____

   Goal 3 _____

   _____

   Goal 4 _____

   _____

   Goal 5 _____

   _____

2. Read over the goals and make sure that anyone could follow them. You will present your goals during the discussion session.

CYNTHIA WANTS TO KNOW WHAT TO DO NEXT

STORY IDEA #3

Cynthia just dreads to go out for recess because nobody ever asks her to play with them. She just stands alone and watches. The other girls say things about her such as: "Oh, she likes to be alone," "She doesn't know how to play anything," "She called me a name the other day in class," "It's better to leave her alone."

It hurts Cynthia inside every time she hears someone talking about her. She listens and then she turns and walks away or sometimes whe will call them a name! Oh, if they only knew how much Cynthia wants to be a part of a group. Cynthia has just given up. She feels like she will always be alone.

WHAT YOU SHOULD DO IS:

1. Help Cynthia by planning some goals for her that she may use in finding some friends. Make sure that your goals are clear and that Cynthia can follow them! Write the goals below.

   Goal 1 _____

   _____

   Goal 2 _____

   _____

   Goal 3 _____

   _____

   Goal 4 _____

   _____

   Goal 5 _____

   _____

2. Read over your goals and make sure that anyone could follow them. You will present your goals during the discussion session.

SCOTT WANTS TO KNOW WHAT TO DO NEXT

STORY IDEA #4

Scott has a lot of problems at home. His father is not at home very much and his mother has to work at night. Scott is the oldest child in the family and has to take care of all the younger children. When he comes home from school, he has to watch out for the younger children. Then he has to get supper ready for everyone to eat. His mother has told him that he is responsible if anything happens to his brothers and sisters. This makes him scared inside all the time. He is always worrying.

When he gets all the kids to bed, he is so tired that he just can't seem to think anymore. He never gets his homework and his teachers think he is not responsible. He just listens to them but he never can tell them what is wrong.

WHAT YOU SHOULD DO IS:

1. Plan some goals that might help Scott explain his problems to his teachers. Make sure that your goals are clear and that Scott can follow them!

   Goal 1 _____

   _____

   Goal 2 _____

   _____

   Goal 3 _____

   _____

   Goal 4 _____

   _____

   Goal 5 _____

   _____

2. Read over your goals and make sure that anyone could follow them. You will present your goals during the discussion session.

3. SOME SUGGESTED TOPICS FOR DISCUSSION GROUPS

1. The Year 2000
2. A Vacation in Alaska
3. Comedians on Television
4. Words that make me Happy
5. The Mechanical Robot
6. If Dinosaurs Lived in America Today
7. The Dangerous Adventure
8. Working with the Star Wars Crew
9. Women's Clothes
10. Living in Outer Space
11. A Camping Trip
12. Friendship
13. Love
14. Games for Fun
15. Superman
16. My Visit to Fantasy Island
17. Music of Tomorrow
18. The Ocean Voyage
19. The Trophy
20. Make Believe
21. Scary Stories
22. The Submarine
23. Flight to the Unknown
24. The Race Car
25. The Farm Where I Live
26. The False Alarm
27. Moving Away
28. A Missing Person
29. New Year's Eve
30. The Railroad Conductor

Add Others: _____

_____

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